

STUDENT OBJECTIVES

- Identify an author's perspective
- Analyze how elements of style help convey an author's perspective

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 334
- **Teaching Model**, "Progress," p. 335
- **Practice Worksheets**, Levels A and B, pp. 336–337
- **Reteaching Worksheet**, p. 338

Teach

1. **Author's Perspective:** Ask students if they think it is "a beautiful day." As students discuss their opinions, bring out that it depends on what sort of weather each person likes. As the expression goes, "It all depends on how you look at it." The way a person looks at a situation is called the person's perspective. An **author's perspective** is that author's way of looking at a topic: the ideas, values, feelings, and beliefs a writer reveals in a text.

2. **Teaching Author's Perspective:** Distribute the **Lesson Summary** and guide students through the **Academic Vocabulary**. Review the **Here's How** steps on the **Lesson Summary**, and ask students what elements common to both fiction and nonfiction reveal an author's perspective. (*portrayals of people and characters, cultural context, word choice and tone*)

- Next, write the following passage on the board, or read it aloud. First have a volunteer identify the topic. (*the effect of modern communications on the English language*) Then ask students to identify clues that suggest the author's perspective.

EXAMPLE Modern communications have cheapened the English language, as magazines, TV, and the Internet flood us with pointless information every day. This endless babble is prepared in haste, without care or thought.

(*Sample: The words and phrases cheapened, flood, pointless, endless babble, and without care or thought suggest that the author believes that modern communications have had a negative impact on the English language.*)

- Provide a second example, showing a distinctly different perspective. Again, ask for clues to the author's perspective, or values, feelings, and beliefs toward the topic—television.

EXAMPLE Modern communications have added new and expressive words to the English language. Writers and speakers have developed a variety of creative and effective ways to reach increasingly savvy audiences in a fast-paced world.

(*Sample: The words and phrases new, expressive, creative, effective, and increasingly savvy suggest the author believes that modern communications have enriched the English language.*)

AUTHOR'S PERSPECTIVE, CONTINUED

3. Guided Practice: Distribute the **Teaching Model**, “Progress,” by John Sterling Harris. Have students read the poem. Then lead a discussion of the author’s perspective, as follows.

- **Topic:** Ask: What is the topic of this poem? (*the replacement of an old church*)
- **Clues in Text:** Ask: What phrases does John Sterling Harris use to describe what is unique about the old church? (*“age-darkened wood”; “huge old ceiling beams”; “rough-sawn red pine rafters”; “handmade adobe bricks”; “yard-thick walls”; “the street is naked for its loss”*)
- **Perspective:** Ask students to describe Harris’s beliefs and feelings about the old church, based on the clues they identified. (*Sample: Harris was fond of the old church and valued its history; he does not think it should have been replaced.*)

QUICK CHECK. Read aloud the paragraph. Then ask the questions that follow.

Saturday morning cartoons are more violent than ever before. Horrifying super-robots demolish entire cities. Cruel cartoon animals beat each other with baseball bats or fling one another off cliffs. The endless murder and mayhem is only interrupted by ads pitching useless products and junk food. Surely this harms the kids who watch it.

1. What clue words show how the speaker feels about Saturday morning cartoons? (*more violent than ever before; horrifying; cruel; murder and mayhem; useless; junk; harms*)
2. In one sentence, explain the author’s perspective on Saturday morning cartoons. (*Sample: The author believes these cartoons are too violent and may harm kids who watch them.*)

Practice and Apply

Activities involving author’s perspective appear on pp. 336–337.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Sample Answers: Practice Worksheet A

1. *He believes that Lincoln was very honest.*
2. *Lincoln was “disturbed” that he made the woman pay too much; he was “too conscientious” to “dismiss” it; he “decided” that the money “must be paid back”; the inconvenience “did not alter the matter”; correcting his mistake made him feel “satisfied”*
3. *the woman did not live nearby; it was nighttime; it was the end of a workday, when people like to go home*
4. *In the author’s view, Lincoln was unusually honest, a character trait that would enable people to trust him.*

Sample Answers: Practice Worksheet B

1. *She describes the day that her teacher Anne Sullivan first arrived.*
2. *the most important day; I am filled with wonder; something unusual was about to happen; "Give me light!" was the wordless cry of my soul; the light of love shone on me in that very hour.*
3. *The author writes about the coming of her teacher in a tone of wonderment and reverence.*
4. *From the author's perspective, the coming of her teacher was the most transformative event of her life.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should give complete answers, similar to the samples, for at least three questions.
- **Practice Worksheet B:** Students should give complete answers, similar to the samples, for at least three questions.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the **Here's How** steps and relate them to the passage from **Practice Worksheet A**. Then assign the **Reteaching Worksheet**, p. 338.

Answer Key: Reteaching Worksheet

1. *a* 2. *c* 3. *d*